Beverly Shores Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

https://bse.lake.k12.fl.us/

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a safe environment that cultivates and develops student skills leading to mastery of rigorous state standards.

Provide the school's vision statement.

Beverly Shores Elementary will be a model school where each and every student will be equipped and prepared for the next level of education at the end of each school year.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Christidis, Cindy	Principal	*To establish a safe and welcoming environment. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment. *The function and responsibility is to create a system of supports for both classroom teachers and students according to the intervention design outlined in the MTSS process. All decision making is focused on our school's four goals. *Oversee, evaluate, provide assistance and give meaningful feedback in a timely manner as an instructional leader for instructional and non-instructional staff. *Maintain compliance with state and federal policies and guidelines. *Provide strategies, interventions, resources for teachers and parents to help their students make the needed gains to be successful. *Oversee data chats of progress monitoring for both academics and behavior. *Secures and tracks all necessary resources that are needed to support our students so that they can be successful. *Facilitate collaborative team meetings, faculty meeting, leadership meeting *Oversees budgets *Attends and Participates in PTO, SAC *Partner with local community stakeholder *Assisting in the implementation safety plan, safety drills *Learning Walks *Parent Conference *Mentor lowest quartile students *District/State Testing Admin.
Dopico, Alejandro	Assistant Principal	-Discipline (2nd/5th grades) -Common Planning/Data Chats (2nd/5th/Specials) -Progress Monitoring (2nd/5th grades) -Monitoring Student Grades (2nd/5th grades) -Night Events -HR Contact -Hiring Contact -SAI Budget with Christidis -ESE Administrator -Homeless Coordinator -TA's with Montez -TA Coverage (Montez can help as needed) -Health Coordinator -Meds (Nurse and First Responders) -SAC Liaison -Oversee the process for Teacher of they Year, Rookie Teacher of the Year and School Related Employee of the Year -Church Collaboration -Health Care Consent Forms- Monitoring for 100% -Health Supplies to classrooms (Band-Aids, tooth boxes, gloves)

Name	Position Title	Job Duties and Responsibilities
		-Safety Inspection Contact -Book Challenge Committee
Montez, Lueverne	Assistant Principal	-Discipline (1st/3rd grades) -Common Planning/Data Chats (1st/3rd grades) -Progress Monitoring (1st/3rd grades) -Monitoring Student Grades (1st/3rd grades) -TA coverage (work with Dopico) -Sunshine Committee/Staff Attendance Initiatives/Climate and Culture -Hiring (assist as needed) -Night Events -Safety (Lead)-Bonvento will assist -BTA coordinator -SIP Team -Early Warning Signs (EWS) Admin -MTSS Admin work with Christidis -Duty Schedules -Create lunch Schedules with Wright -ALL Safety schedules/maps/protocols-Bonvento will assist -PBIS with Wright -Calendar -WAG -Title I -Events Coordinator -Technology Admin -Social Media -Transportation Admin -Admin over Yearbook
Bonvento, Andrea	Assistant Principal	-Discipline (K/4th grades)- assist as need with other grade levels -Common Planning/Data Chats (K/4th grades) -Progress Monitoring (K/4th grades) -Monitoring Student Grades (K/4th grades) -Night Events -Hiring (assist as needed) -Professional Development Coordinator -Train the Teacher -SIP Lead with Christidis -ELL Admin -Assist Montez with Safety and Security -STEAM Lab/All Science events (with T. Williams) -Literacy Committee Admin -I-ready Training Coordinator (work with Custer and Williams) -4th and 5th grade Writing Facilitator -Teacher Coverage -Staff Birthdays -FTE admin

Name	Position Title	Job Duties and Responsibilities
Manning-White, Latoya	Instructional Coach	*Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. *Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *Small group instruction *MTSS/Intervention Coach *Literacy Block Coordinator *SIPPS/LLI
Baker, Thurman	School Counselor	*Check in and Check out *Small group social skill lessons *Leadership mentoring to the Lowest quartile students. *Retention *Anti Bully *Red Ribbon Week *Small group and one on one counseling *Working with PASS and Mental Health Liaison *ESOL
Dancy, Zackery	Other	Mental Health Plan Mental Wellness PD Youth Mental Health First Aid Crisis Intervention Crisis Prevention Individual/Group Counseling Threat Assessment Lead EWS/Resiliency Team Leader or Boys to Men Group
Wright, Ashton	Other	-Set the tone for implementing highly effective teaching strategies across all grade levels. -Leadership mentoring to the Lowest quartile students. -Monthly Data Chats -MTSS team for behavior -Discipline -EWS Team -Student/Parent Handbook -Teacher Handbook -Lunch Schedule with Montez -Discipline School wide (Assist) -PBIS Coordinator -Learning Walks with admin to look for trends

Name	Position Title	Job Duties and Responsibilities
		-Data Analysis/Pull Discipline Reports -EWS Team Member -MTSS Team Member -Testing Coordinator -Iready Contact -Human Growth and Development Contact -BTA Team -Bullying Investigation -Behavior Party coordinator -Pride Bucks/Store coordinator -ESE Behavior-assist when needed -3rd Grade Retention Students (Weekly check on grades, attendance, behavior, check in/checkout) -Create Recess Locations and schedules
Williams, Tarhonda	Math Coach	-Set the tone for implementing highly effective teaching strategies across all grade levels. -Provide coaching and mentoring with standards instructional practices. -Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. -Collaborate, observe and give meaningful feedback in a timely manner. -Leadership mentoring to the Lowest quartile students. -Monthly Data Chats -Common Planning Facilitator -MTSS team member
Mills, Jennifer	Instructional Coach	-Set the tone for implementing highly effective teaching strategies across all grade levels. -Provide coaching and mentoring with standards instructional practices. -Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. -Collaborate, observe and give meaningful feedback in a timely manner. -Leadership mentoring to the Lowest quartile students. -Monthly Data Chats -Common Planning Facilitator Grades K-2 -MTSS team member
Custer, Kristin	Instructional Coach	-Data Analysis Progress Monitoring -Professional Development -Model Lessons in classrooms -Iready School Tracking (K-5) -Literacy Week planner -Superintendent's Reading Challenge (K-2) -MTSS Team -Retention Meetings/Data Chats

Name	Position Title	Job Duties and Responsibilities
		-Coaching/Mentoring -3rd Grade Portfolios/Summer Reading Camp -Curriculum Nights -IReady Testing Schedule (work with T. Williams) -Learning Walks -Lead Common Planning for ELA grades K-5 -Testing Coordinator (K-2) -Reading Volunteers -K-2 Intervention Block (work with Bender)

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We hold an annual meeting with all stakeholders to discuss what worked and what needs improvement. All stakeholders are involved by participating in a jigsaw strategy to complete sections of the school improvement plan. The group will come back together to share ideas to the group. Those ideas will be discussed in the guiding coalition to determine what will be useful for student success and implementation into the school improvement plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The goals and action steps of the school improvement plan will be monitored weekly during our guiding coalition meetings. Students with the greatest achievement gaps will be monitored through MTSS, reading remediation and math remediation. The guiding coalition, administration and instructional coaches, will use the GAP analysis evaluation strategy to determine next steps needed to continue school improvement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024*	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.*	2021-22: C 2019-20: F 2018-19: F 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	50	38	41	25	30	0	0	0	202
One or more suspensions	0	8	11	6	7	14	0	0	0	46
Course failure in English Language Arts (ELA)	4	3	1	0	1	3	0	0	0	12
Course failure in Math	4	1	1	1	1	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	42	53	36	0	0	0	131
Level 1 on statewide Math assessment	0	0	0	48	56	29	0	0	0	133
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	27	66	79	59	0	0	0	236

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	29	25	19	61	72	0	0	0	206

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	25	1	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	60	48	45	48	44	0	0	0	245
One or more suspensions	0	8	6	12	17	11	0	0	0	54
Course failure in ELA	0	2	1	0	0	1	0	0	0	4
Course failure in Math	0	2	1	0	1	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	37	36	34	0	0	0	107
Level 1 on statewide Math assessment	0	0	0	52	33	28	0	0	0	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	16	18	36	34	0	0	0	114

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	18	17	28	55	47	0	0	0	169

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	8	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	14	0	0	0	0	16

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	60	48	45	48	44	0	0	0	245
One or more suspensions	0	8	6	12	17	11	0	0	0	54
Course failure in ELA	0	2	1	0	0	1	0	0	0	4
Course failure in Math	0	2	1	0	1	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	37	36	34	0	0	0	107
Level 1 on statewide Math assessment	0	0	0	52	33	28	0	0	0	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	16	18	36	34	0	0	0	114

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	4	18	17	28	55	47	0	0	0	169

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	1	0	8	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	14	0	0	0	0	16

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	47	53	36	50	56	30		
ELA Learning Gains				52			43		
ELA Lowest 25th Percentile				50			32		
Math Achievement*	39	55	59	40	46	50	39		
Math Learning Gains				63			59		
Math Lowest 25th Percentile				59			47		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	48	52	54	36	52	59	47		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	71	61	59	44			43		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	1
ELL	44			
AMI				
ASN				
BLK	26	Yes	1	1
HSP	43			
MUL	41			
PAC				
WHT	58			
FRL	43			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	40	Yes	3	
AMI				
ASN				
BLK	45			
HSP	40	Yes	1	
MUL	52			
PAC				
WHT	60			
FRL	46			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			39			48					71
SWD	7			12			29				4	
ELL	25			38			42				4	71
AMI												
ASN												
BLK	24			26			29				4	
HSP	28			42			39				5	67
MUL	41			41							2	
PAC												
WHT	45			60			86				4	
FRL	29			39			46				5	73

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	52	50	40	63	59	36					44
SWD	14	49	55	15	50	46	0					
ELL	18	40	36	32	68							44
AMI												
ASN												
BLK	31	51	50	34	61	59	32					
HSP	31	50		31	69		21					38
MUL	32	67		36	73							
PAC												
WHT	55	62		62	66		53					
FRL	32	50	57	35	65	64	31					32

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	30	43	32	39	59	47	47					43
SWD	17	35		32	56		29					
ELL	14			34								43

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	21	40	25	33	49	31	39					
HSP	22			42								44
MUL	50			37								
PAC												
WHT	47	41		52	71		47					
FRL	25	42	24	36	63	53	35					42

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	52%	-13%	54%	-15%
04	2023 - Spring	32%	54%	-22%	58%	-26%
03	2023 - Spring	29%	50%	-21%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	62%	-24%	59%	-21%
04	2023 - Spring	33%	59%	-26%	61%	-28%
05	2023 - Spring	54%	55%	-1%	55%	-1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math---I ready data shows a need for a stronger foundation in number sense in grades K-2. The majority of
students aren't gaining a deep understanding of number sense and are in the concrete and representational stages. This is apparent in grades 3-5 with Measurement/Data and Geometry. Students show a gap in critical thinking needed for abstract learning. The Overall Placement for each grade indicates a minimal achievement gap with our subgroups in grades K-2. It increases significantly in grades 3-5, indicating a need for early intervention in math.

ELA---According to iready and FAST data, a trend that appears in grades K-5 is a need for improvement with vocabulary, phonics and comprehension. Fourth and fifth grades show the greatest need for comprehension in literature and informational text. A decrease from grade level to grade level in vocabulary is indicated by the Overall Placement. A significant increase in the achievement gap starts occurring in 3rd grade. This indicates a
need for early intervention in reading.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the last 3 years on the 4th grade ELA FSA data we have scored a 28% proficiency. While our gains and lowest 25th percentile have shown significant gains, we have maintained a 28% for proficiency. The proficiency percentage in ELA for grades 3-5 has increased overall is still below 50%. Our ESSA data indicates three subgroups below a 41% Federal Index: Students with Disabilities, English Language Learners, and Hispanic.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state is reading in 3rd grade by 15 percentage points was reading informational text and 16 percentage points for reading across the genres and vocabulary, according to FAST. The contributing factors for this gap included having a non-certified teacher teaching ELA all year, two additional classrooms did not have a consistent classroom teacher, and a couple of teachers did not adhere with strategies from the instructional coach.

Which data component showed the most improvement? What new actions did your school take in this area?

I-Ready indicates an improvement in comprehension with informational text in grades K-5. There was also an improvement in vocabulary and phonics in grades K-2. I-Ready also indicated an overall school improvement for math in growth for grades K-5. There were several actions the school set in place for this area. K-2 used Fundations with fidelity to improve the phonics foundation. During reading remediation and intervention block, identified students were a part of our LLI intervention block.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with two or more indicators including the number of students with a substantial reading deficiency in second through fifth grade including SWD and our ELL population.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Strengthen core instruction and implementation of small groups
2. Increase reading proficiency in grades K through 5
3. Increase number sense in grades K through 5

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus identified as a critical need based on the low student proficiency rates in Math and ELA in addition to the low number of effective and/or highly effective teachers employed. Current data shows an ELA proficiency of 29% proficient in 3rd, 33% in 4th, and 38% in 5th grade. Current data in Math shows a 3rd grade proficiency of 38%, 33% in 4th, and 54% in 5th. Presently there are 30 effective teachers, 28 highly effective, and 3 needs improvement teachers on campus. Developing teacher capacity to prepare and deliver standards-aligned instruction aligned to the district framework will increase the number of effective and highly effective teachers. By increasing student access to standard aligned instruction and effective teaching strategies, we will increase student proficiency in core content areas.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Focusing on instructional practices related to standard-aligned instruction, we expect to see increases in student proficiency in all content areas and across all grade levels and subgroups. It is our intentions to increase our ELA proficiency rate to 50% across the all grade levels. In addition, according to our FAST data, we expect to see an increase in math proficiency from 38% to 50% in 3rd, 33% to 50% in 4th, and 54% to 65% in 5th grade. Student growth will be measured by iReady, FAST progress monitoring, STAR assessments, and grade level common assessments. Evidence of teacher capacity increase will be shown in learning walk data, teacher evaluations, instructional feedback, and observation/ discussions in grade level common planning.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

There is an expectation that teachers will create standards-aligned highly effective lessons collaboratively with a team of grade-level and/or content area teachers with their coach. An administrator will be present in common planning twice a week. During collaborative planning teachers will discuss the pacing of the lessons and common assessments, then analyze student performance. They will discuss student progress and next steps during their half-day Wonderous Wednesday. There will be a focus on instruction that aligns to the district instructional framework, with an emphasis on modeling thinking that transfers to independent learning. Teachers will give timely, specific feedback on student work to increase student efficacy and proficiency. Standards-aligned instruction will be monitored by administration through common planning observations, collaborative planning discussions, learning walk data, progress monitoring and common assessments.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative planning will be conducted twice each week, which will be facilitated by grade level assigned instructional coaches, and monitored by the administration. Teachers and coaches will have additional planning time through Wondrous Wednesdays, a half-day of grade-level planning, on a three-week rotation. This gives an opportunity for teachers and coaches to work collaboratively to examine student work and data; improve pedagogy; conduct professional development,and prepare standards-aligned lessons to deliver instruction, remediation, and acceleration. Instructional Coaches will also be using the learning walk data to determine areas of growth and provide ongoing support of the coaching/feedback

cycle. A Math Coach, Literacy Coach, MTSS Coach, and Potential Specialist will help support academic and instructional needs. These positions are provided through TSSA.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By implementing, monitoring, and supporting common planning two times a week, in addition to the Wondrous Wednesday, teachers and coaches will work collaboratively to prepare lessons and tasks that are standards-aligned, use research-based instructional practices aligned with the District Instructional Framework, and address the needs of all of our students. Teachers will use a uniform approach to the delivery of common lessons and academic strategies that will increase student achievement. Common assessments will be given to monitor progress toward mastery of the standards. By using data analysis of assessments, we will be able to identify and remediate any student areas of deficiency with those standards. In addition, accelerated lessons will be provided to students who have mastered those standards. Through the effective use of leadership utilizing learning walks and supporting teaching and learning, teacher delivery and effectiveness will increase, which will result in improved academic achievement through all grade levels.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

To support teachers in their standards-aligned instructional practice, coaches will work closely with teachers in common planning and in the classroom. The instructional coaches include: K-2 Math Coach Mills, 3-5 Math Coach Williams, Instructional Coach Connolly, K-5 Literacy Coach Custer. By having coaches with grade-level and subject area expertise, we will be able to increase the amount of teacher support around instructional delivery, resulting in higher student achievement. A total of three assistant principals are available to closely monitor coaches weekly. Each assistant principal is responsible for monitoring two grade levels: AP Dopico 2nd, 5th; AP Montez 1st, 3; and AP Bonvento K, 4th.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

A school-wide focus on the instructional framework with an explicit focus on student centered learning strategies that incorporate reading, writing, thinking, and talking in every lesson, everyday. Our area of focus is to improve student achievement by ensuring that during common planning, teachers are planning and lessons with the district initiative of "What We Teach," "Why We Teach", and "How We Teach" as their guideline. Our school is committed to increasing student reading achievement throughout all grade levels and content areas. By ensuring that all lessons are standards aligned and incorporating effective teaching strategies, with a focus on the essential standards identified by our district. We will provide all students with collaborative, hands-on learning experiences resulting in student academic success.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

Implement Wonderous Wednesday in which teachers and coaches will have the opportunity every three weeks to have a half-day of planning dedicated to improving their instructional practice through collaboration as a team while students are attending enrichment with the special area teachers.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

To increase teacher capacity and ensure standards-alignment of the fifth-grade science standards, teachers and coaches will collaboratively design lessons aligned to the NGSS standards supplemented by J & J Science Bootcamp and Study Island.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

To increase teacher capacity and ensure standards-aligned instruction with appropriate pacing, collaborative writing teams consisting of coaches and teachers will meet to pre-plan and write lessons in Math and ELA.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

To increase the instructional practice, a collaborative administration team will meet over the summer with a focus on teacher capacity-building. They will plan the upcoming years' teacher responsibilities and expectations. They will also work on a professional development plan.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: August 31, 2023

Ongoing professional development will be offered for i-Ready that will be used to supplement ELA and Math instruction and as a progress monitoring tool.

Person Responsible: Andrea Bonvento (bonventoa@lake.k12.fl.us)

By When: May 24, 2024

To improve reading and ELA instruction, ongoing professional development will be offered to build capacity in the implementation of the B.E.S.T. standards, Fundations, and Wit & Wisdom.

Person Responsible: Kristin Custer (custerk@lake.k12.fl.us)

By When: May 24, 2024

To improve the reading and ELA instruction, grades K-3 will continue to be trained and supported in the new B.E.S.T ELA standards and the new curriculum adoption. Fundations and Wit & Wisdom will be used for core ELA instruction as well as for remediation in small group instruction.

Person Responsible: Kristin Custer (custerk@lake.k12.fl.us)

By When: May 24, 2024

To improve the reading and ELA instruction grades 4-5 will continue to be trained and supported in the new B.E.S.T ELA standards and curriculum. Wit & Wisdom will be used for core ELA instruction.

Person Responsible: Kristin Custer (custerk@lake.k12.fl.us)

By When: May 24, 2024

Purchase a new lamination machine to laminate anchor charts and instructional materials used daily.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus was identified as a critical need because of the high number of our students who exhibit early warning signs. The percentage of students who exhibit more than one early warning sign is 32%. There are three grade levels that fall above the mean; 5th grade with 56%, 4th grade with 52%, and 3rd grade with 39%.

During the 21-22 school year, the number of students who had attendance less than 90% decreased from the

previous year from 43% to 37%. However, the number of students who were suspended more than once decreased from 5% to 3%. In the 21-22 school year, third grade students had the most students with one or more suspensions at 4% but that cohort of students increased in the number of students with one or more suspensions to 43%. The current first grade students are the next concerning group with 57%.

We had a 22% student reading deficiency in grades 1-5. Fourth grade had a 34% reading deficiency which is concerning as they are fifth graders this year preparing for middle school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on Early Warning Signs, we expect to see a decrease in the number of student who are attending less than 90% of school from 36% to less than 10%. We expect to see a decrease in the number of students with suspensions decrease from 5% to less than 3%. Students with a substantial reading deficiency will decrease from 22% to less than 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The EWS team will monitor student out-of-school suspensions, grades and attendance weekly during weekly team meetings, providing feedback to classroom teachers and the administration. Teachers turn in a parent contact log for students who have excessive absences for follow-up by the school social worker. The MTSS team will meet with each grade level on a weekly rotation to discuss student progress and needs.
The administration will conduct quarterly data chats with teachers to monitor student performance and concerns. The leadership and administration will conduct regular, weekly learning walks to monitor the implemented programs' progress and teacher instructional practices around the campus. Restorative Practices will be implemented and monitored by the Resiliency Learning Team including the Mental Health Liaison and Guidance Counselor.

Person responsible for monitoring outcome:

Lueverne Montez (montezl@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will engage families and community partners to be involved in the school activities and family nights. A PBIS system will be implemented to improve student behavior and increase academic engagement. Our Positive Alternative to School Suspension (PASS) program will provide an opportunity for students that need an alternative to out of school suspension. The PASS teacher who will conduct restorative lessons and ensure academic instruction is provided. Home visits will be conducted by the potential specialist, Family School Liaison (FSL), and the district social worker to help with communication and attendance concerns. The EWS team will monitor student out of school suspensions, grades, and

attendance weekly. A behavior threat assessment team (BTA) will meet monthly to monitor school safety concerns.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By actively engaging stakeholders to become productive members of our school community, students will be more academically and socially committed to their education. By incorporating resiliency during restorative practices, students and teachers will be empowered with the ability to communicate, cooperate, and resolve conflict resulting in higher student engagement in learning. Leading to an increase student attendance, decrease student behavior concerns while creating an environment of safety and belonging to a collective community. The PASS classroom teacher will foster resilient students through restorative practices and provide strategies to help students be successful when they return to the classroom. A BTA team will be proactive in providing needed to support to students in an effort to prevent issues from escalating. We expect to build positive relationships among all stakeholders which will increase collective student efficacy, student attendance, and success for all.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

On-going professional development will be provided by school-based trainers on fostering resilient and healthy students through restorative practices as a means for creating and maintaining a positive classroom environment and culture. The Resiliency team will use the learning walk tool for ongoing implementation, support and assessment.

Person Responsible: Thurman Baker (bakert@lake.k12.fl.us)

By When: May 24, 2024

The school will engage families and community members and host monthly family nights to increase opportunities for students and families to engage in fun learning activities that boost collective efficacy and build positive relationships among all stakeholders. By engaging families in their students' education, we will increase parental involvement which will increase student academic success and improve attendance and behavior.

Person Responsible: Lueverne Montez (montezl@lake.k12.fl.us)

By When: May 24, 2024

A comprehensive PBIS system will be implemented, monitored, and supported to proactively decrease discipline incidents and classroom disruptions which will increase safety, academic engagement, and academic success. Teachers will use strategies to proactively prevent discipline issues and have a system in place to handle minor infractions which will reduce the number of referrals. A PBIS committee will meet monthly to monitor and collaborate on needed adaptations.

Person Responsible: Ashton Wright (wrighta4@lake.k12.fl.us)

By When: May 24, 2024

Create an alternative to out-of-school suspensions by providing a PASS program. The PASS teacher will conduct lessons using strategies from their resiliency training and the Leaps program in addition to providing academic supports and acceleration. By providing ISS as an alternative to OSS, students will

still receive academic support which will ensure students do not fall behind and improve students' academic success.

Person Responsible: Lueverne Montez (montezl@lake.k12.fl.us)

By When: May 24, 2024

EWS team of Potential Specialists, Guidance counselors, Family School Liaison, Mental Health Liaison, social worker, and administration who will work together to identify students with early warning signs and provide appropriate support. To strengthen collective efficacy, teachers will contact parents/ guardians with attendance concerns and complete weekly attendance logs that get turned into the EWS team for monitoring and follow-up to prevent the increase in absences. When students have missed 20 or more days of school, home visits will be conducted by the Potential Specialist, Family School Liaison, and the district social worker.

Person Responsible: Lueverne Montez (montezl@lake.k12.fl.us)

By When: May 24, 2024

The Family School Liaison (FSL) will communicate with families to determine needs and provide ongoing support for students and families to set them up for academic success and increased school attendance and strengthen collective efficacy

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

The Behavior Threat Assessment (BTA) team that consists of the administration, Potential Specialists, School Resource Officer, school psychologist, social worker, Mental Health Liaison, and guidance counselor will meet monthly to address school safety. Ms. Montez, assistant principal will monitor and support the team.

Person Responsible: Lueverne Montez (montezl@lake.k12.fl.us)

By When: May 24, 2024

The Resiliency team that consists of Guidance, Potential Specialist, and the Mental Health Liaison who will implement a social-emotional learning plan with a goal of providing a structure for classroom communities to build positive cultures and climates to improve attendance rates and improve student-student and student-teacher relationships. They will train teachers in the use of strategies that foster resilient and healthy relationships through restorative practices. This will improve the ability of teachers to proactively build positive classroom cultures with morning meetings and discussions to resolve conflict. The SEL team will provide ongoing training and support in classrooms. The PASS teacher will provide lessons to students assigned In-school-suspension. The administration will monitor through learning walk data and support in staff meetings.

Person Responsible: Lueverne Montez (montezl@lake.k12.fl.us)

By When: May 24, 2024

#3. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using FAST data, ESSA subgroups are all below 40% proficient in ELA and in Math, differentiation was identified as one of our most critical areas of focus. Differentiation was identified because our Students w/ Disabilities, English Language Learners and our Hispanic subgroups were all below 41%, and it will meet the needs of our bottom quartile. Differentiation will improve learning and success for all by ensuring instruction is designed and tailored to meet the needs of each individual student. Students then receive needed remediation, intervention, or acceleration at different phases of their learning. This area of focus will ensure growth for each individual student that will develop into proficiency and beyond.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on differentiation, we expect to see learning gains for all students in ELA and Math. Proficiency in ELA and Math will increase in all subgroups to meet or surpass the 41% Federal Index Expectation. We expect to see student proficiency in ELA, Math, and Science increase in every subgroup to more than 50% proficiency by Spring, as evidenced by district Lake Standards Assessments and FAST Assessments (PM1, PM2, and PM3).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Learning walk data,Leveled Literacy Intervention (LLI) assessments, Reveal Math Assessments, grade level aligned small group instruction, grade level common assessments, and Fundations will be utilized to monitor the progress of all students in ELA and Math toward the goal of increasing proficiency to at least 50% in each subgroup. Differentiation of instructional practice will be monitored through: weekly learning walks by the administration and leadership team; analysis of the progress monitoring data by interventionists and monthly by the administration; quarterly data chats with teachers, and weekly MTSS/PST meetings.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated small group instruction will be used to increase the proficiency of our striving students' performance in reading and mathematics to at least 50%.The Systematic Instruction in Phonemic Awareness, Phonics and Sight words (SIPPS) program, Fundations, and I-Ready (NATL-ELA) will be implemented, monitored, and supported in grades K-3 to increase mastery of foundational reading skills to at least 50%. The LLI program and I-Ready (Magnetic Reading) will be implemented, monitored, and supported in grades 3-5 to increase reading fluency and comprehension to at least 50%.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Small group instruction based on individual student needs in support of the core content is a best practice of differentiation. Therefore, by implementing, monitoring, and supporting SIPPS, Fundations, LLI, math and reading remediation small groups, there will be an increase in proficiency in both ELA and Math with a target of at least 50%.

SIPPS is a research-based program proven to help both new and struggling readers build foundational

skills and confidence for fluent, independent reading.

Fundations is the newly-adopted research-based reading foundations program.

LLI is a proven research-based reading program that has a track record of showing two years of student growth within one school year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation, monitoring, and supporting of Fundations Interventions in classrooms K-3 as a means of improving student performance in phonemic awareness, decoding, phonics, fluency, and vocabulary. Teachers are responsible for the implementation of the program and recording their MTSS Coaches will analyze the student data and report the progress and trends to the administration monthly.

Person Responsible: Latoya Manning-White (manningwhitel@lake.k12.fl.us)

By When: May 24, 2024

Implementation, monitoring, and supporting of LLI in grades 3-5 as a means of building foundational skills and confidence for fluent, independent reading with comprehension. MTSS Coaches are responsible for the implementation of the program, training/supporting teachers' assistants, monitoring student progress and program fidelity. MTSS Coaches will conduct weekly learning walks to ensure fidelity of implementation. They will analyze the student progress monitoring data weekly and report the progress and trends to the administration monthly.

Person Responsible: Latoya Manning-White (manningwhitel@lake.k12.fl.us)

By When: May 24, 2024

MTSS Coach oversees the Reading Interventionist teacher and the Math Remediation teacher who conduct small group instruction for students showing a need for additional support in the core content. MTSS Coaches are responsible for the implementation of the program, coaching of the remediation teachers, and monitoring of student progress. MTSS Coaches will conduct weekly learning walks to ensure fidelity of implementation. They will analyze the student progress monitoring data weekly and report the progress and trends to the administration monthly.

Person Responsible: Latoya Manning-White (manningwhitel@lake.k12.fl.us)

By When: May 24, 2024

Small group instruction time is built into the daily classroom schedule for both ELA and Math to ensure students are receiving targeted and timely remediation. A reading remediation teacher will provide small group instruction in grades 3-5 during the small-group instruction time; a math remediation teacher will similarly provide small-group instruction for grades 3-5. Teacher assistants will be used to assist the students and classroom teachers during this time. The students will be monitored and tracked using progress monitoring data and subject area grades. The MTSS team, teachers, and an assistant principal meet weekly to review student data and progress and discuss the next steps.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

The Assistant Principal will oversee students for Early Warning Signs (EWS) each week at her weekly meetings. She will provide support for teachers in monitoring the EWS related to individual student success and progress. She will report the progress and trends to the Principal weekly.

Person Responsible: Lueverne Montez (montezl@lake.k12.fl.us)

By When: May 24, 2024

After school tutoring will be offered to students who are not proficient in Math and/or ELA. Pre- and post-assessments will be given and reviewed by the administration. Learning walks will be conducted by leadership and the administration to monitor instruction and progress.

Person Responsible: Ashton Wright (wrighta4@lake.k12.fl.us)

By When: May 24, 2024

Wonderous Wednesdays will be implemented to provide extra planning time for two grade levels each Wednesday. Teams will focus on essential standards, progress monitoring, assessments, student work and next steps.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

The MTSS team will meet with the teachers, coaches, and an assistant principal to review student data and progress. When a student demonstrates a lack of appropriate growth, the MTSS team determines if a different research-based strategy or layering of tiers will provide the necessary support for academic success. Teachers, coaches, and an assistant principal will meet to review student work, analyze student data, and plan the next steps. Areas of focus for instructional planning of small group instruction will be identified. They will plan the next steps for students who have not demonstrated proficiency of the core content and need remediation and the next steps for students who need acceleration.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

i-Ready ELA and Math program will be used, monitored, and supported as a differentiated, supplemental program in all classrooms.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

Reveal Math Assessments will be used, monitored, and supported as a differentiated, supplemental program in all classrooms.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

Provide each grade level K-5 with a Teacher's Assistant who will assist in small group support for intervention and remediation of skills.

Person Responsible: Alejandro Dopico (dopicoa@lake.k12.fl.us)

By When: May 24, 2024

Intervention/Literacy Block: 50 minutes daily---everyday K-5.
K-2- The block focuses on the following: letters, sounds, vocabulary, phonological and phonemic awareness (Fundations Intervention).
Grades 3-5 The block focuses on writing, vocabulary, comprehension, small group, LLI and Remediation pull-out.
The resources used for Intervention/Literacy Block for grades 3-5 are: LLI, I-Ready, Study Island (5th grade), Science Boot Camp (5th grade), HMH Florida Science Assessment and Practice, and

Performance/Support Coach.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)
By When: May 24, 2024

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area was identified as a critical need area through F.A.S.T. ELA scores. Based on the F.A.S.T. ELA scores in grades 3-5, less than 50% of each grade level was proficient. 3rd grade 29%; 4th grade 33%; 5th grade 38% and overall school shows 33% reading proficiency. By increasing teacher's understanding of standards-aligned instruction coupled with research based interventions and accelerations, we will increase student reading proficiency in grades 3-5. For grades K-2, STAR 2022-2023 EOY data shows Kindergarten 53% at or above grade level; 1st grade shows 41% at or above; and 2nd grade 38% at or above.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on reading proficiency in all grade levels, we expect to see an increase in F.A.S.T. ELA scores for grades 3-5. ELA proficiency is expected to be at least 50% for each grade level. We also expect to see an increase in the number of students at or above grade level as identified by STAR for grades K-2. We expect to see at least 55% at or above for each grade level.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

An improvement in reading proficiency will be monitored by administration through common planning observations, learning walks to see common planning transfer into classroom teaching. Progress monitoring will be done by closely tracking STAR data, F.A.S.T. PM 1-3, classroom assessments, and intervention data.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our strategy will include collaborative common planning twice each week facilitated by the literacy coach. During this time, coaches will lead teachers in analyzing student work samples, preparing standards aligned tasks for instruction and discussing effective teaching strategies to meet the needs of all students. We will also monitor the implementation and fidelity of reading interventions provided to students, as well as the
implementation of Wit and Wisdom ELA curriculum. We will also use data from learning walks to determine areas of growth and provide ongoing supports of the coaching/feedback cycle. Weekly leadership meetings will be conducted to discuss all systems in place to guarantee optimal learning opportunities for all students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will utilize a uniform approach to the delivery of common lessons in order to identify trends to assist in improving student achievement. Common assessments will be given to monitor the progress towards mastery of the ELA standards resulting in an increase of proficiency. Leadership meetings are held weekly to discuss EWS, core instruction, curriculum, professional development, interventions, SEL, data trends, and instructional practices. Identifying trends through progress monitoring, common assessments, and instruction will build teacher efficacy through collaboration with team members.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

To support teachers with their standards aligned instructional practices, Literacy coaches will work closely with teachers in common planning and in the classroom. They will analyze student work, prepare to teach standards-based lessons, and identify students and areas of focus for small group instruction. Literacy coaches and instructional coaches will ensure that work stations are aligned to the standards and that teachers know exactly how to check for understanding and have a plan in place for all students who do not master the standards during the initial lesson.

Person Responsible: Kristin Custer (custerk@lake.k12.fl.us)

By When: May 24, 2024

LLI – A research based intervention created by Fountas and Pinnell. When done with fidelity while following all curriculum protocols, students are able to move two full grades levels within a school year. We follow all the system protocols and the intervention is done with fidelity 4 days per week for 30 minutes per day. It is used as a T3 intervention for all students who need an additional layer of support in grades 3-5. The primary focus of the intervention is to improve comprehension and reading fluency. Students who scored a Level 1 on their previous year ELA F.A.S.T. are the students who receive this intervention. Within a 30 minute lesson, students are exposed to 10 minutes of phonics, 15 minutes of reading comprehension and 5 minutes of writing.

Person Responsible: Latoya Manning-White (manningwhitel@lake.k12.fl.us)

By When: May 24, 2024

SIPPS is a scripted intervention program that focuses on systematic instruction in Phonics, Phonemic Awareness and Sight Words. This intervention is provided in grades K-3 for all students who require this additional layer of support. The SIPPS program allows students to receive explicit instruction in phonics to help students towards being able to read more complex text with automaticity. It is used in the capacity of a Tier 3 intervention. Teachers receive ongoing training and support throughout the school year to be able to effectively provide this intervention for students. Every student on campus is given a SIPPS screener and they are placed based on their screener results. Each grade level groups by ability level to provide instruction for their grade level. SIPPS is provided 5 days per week for 30 minutes per day.

Person Responsible: Latoya Manning-White (manningwhitel@lake.k12.fl.us)

By When: May 24, 2024

Reading Remediation acts as one of the T2 interventions that we have in place for students in grades 3-5. Reading Remediation focuses on increasing reading comprehension and reading fluency for students. The reading remediation teacher will use the I-Ready Teacher Toolbox to pull resources based on the essential standards to improve comprehension and progress monitor the results. Students who show that they are two grade levels or more below their current grade level, as identified by iReady comprehension, are the students who are scheduled for reading remediation.

Person Responsible: Kristin Custer (custerk@lake.k12.fl.us)

By When: May 24, 2024

Intervention/Literacy Block: 60 minutes daily---everyday K-5.
K-2-The block focuses on the following: Fundations, SIPPS, letters, sounds, writing, vocabulary.
Grades 3-5 The Block focuses on writing, vocabulary, comprehension, small group, LLI, and Remediation pull-out.
The resources used for Intervention/Literacy Block for grades 3-5 are: LLI, I-Ready, Study Island (5th grade), HMH Florida Science Assessment and Practice, and Magnetic Reading.

Person Responsible: Kristin Custer (custerk@lake.k12.fl.us)

By When: May 24, 2024

Through the strategic use of high yield strategies, teachers will plan and deliver standards-based instruction with a focus on authentic literacy in grades K-5. A school-wide focus on the instructional framework with an explicit focus on student centered learning strategies that incorporate reading, writing, thinking, and discussing in every lesson, everyday. Our area of focus is to improve student achievement by ensuring that teachers are planning and implementing lessons with the district initiative of "What We Teach," "Why We Teach", and How We Teach" as their guideline. Our school is committed to increasing student reading achievement throughout all grade levels and content areas. By ensuring that all lessons are standards aligned and incorporating effective teaching strategies, with a focus on the Essential Standards identified by our district. We will provide all students with collaborative, hands on learning experiences resulting in student academic success.

Person Responsible: Kristin Custer (custerk@lake.k12.fl.us)

By When: May 24, 2024

#5. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus was identified as a critical need through the low number of effective or highly effective teachers employed; the low student proficiency rates in math, ELA, and/or science; and the high number of our students who exhibit early warning signs. With shared beliefs in a common vision and mission and collective commitments that are based on schoolwide data and School Improvement Plan areas of focus, we will build collective efficacy and collective responsibility among all of our stakeholders. This area of focus will build leadership and staff capacity, which will decrease early warning signs and increase student proficiency by ensuring the culture and climate and instructional practices have improved.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on leadership development, we expect to see an increase in Math and ELA proficiency in all subgroups and learning gains in the bottom quartile of students. We expect to see increases in student proficiency from 36% to 50% proficient or higher in ELA, from 40% to 50% proficient or higher in Math. We expect learning gains to be made by at least 60% of all students, increased from 52% in ELA and 63% in Math. We expect 50% proficient or higher in 5th grade Science. We expect to have fewer school instructional vacancies throughout the year as compared to previous years. In addition, teacher and student daily attendance will increase.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The monitoring of leadership development will occur through administration attending common planning, conducting learning walks, providing professional development and coaching opportunities, weekly leadership meetings and weekly administrative meetings.

Person responsible for monitoring outcome:

Cindy Christidis (christidisc@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The administration will provide a supportive environment in which leadership, instructional coaches, teachers, and staff will build their capacity. Coaches will facilitate biweekly collaborative planning and Wonderous Wednesdays with teachers, facilitate sessions modeling effective instructional practices, facilitate coaching cycles with teachers, and provide professional learning sessions. The Literacy coaches will advise teachers in
relevant content-area reading strategies and provide support for reading endorsement.

Every staff member will serve on a committee of their choice and strengthen the programs and processes of the school. Each grade level will have a lead chairperson who will positively contribute to the communication and organization of the grade level. The administration will work with the district to support grade-level teams centered around instructional framework and sustaining our school improvement. The leadership team attended the PLC Institute conference to increase their knowledge and skills on how to improve their collaborative planning and to strengthen our PLC.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By creating, implementing, and ensuring a system of capacity-building experiences, all faculty and staff will grow in their leadership capacity and effectiveness which will result in more effective support provided to teachers. Increased instructional effectiveness will lead to improved academic performance across all grade levels for all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create and implement an ongoing professional development plan to address the developing needs of the staff to improve instructional strategies.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

Provide literacy coaches for teachers who will advise teachers in relevant content-area reading strategies and provide support for the required reading endorsement.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

The administration, leadership team, and staff members will attend
professional development opportunities to advance their professional skillset and continue to grow in our dynamic profession. They will share their gained knowledge with coworkers to continue the learning opportunities.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

The administration and leadership will conduct weekly learning walks that track data to monitor implemented strategies and provide professional growth feedback. The data will be analyzed to inform decisions on planning the next steps for coaching, professional development, and celebrations. The leadership team will meet weekly to monitor progress and provide support.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

As a professional learning community (PLC) during common planning, staff meetings, professional development, data chats, etc., we will work collaboratively with collective efficacy and collective responsibility to work toward the areas of focus on the School Improvement Plan.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

Provide multiple opportunities for the students, parents/guardians, staff, and community members to come together in an academically focused
environment for the common goal of student success. The mission, vision, and goals from the areas of focus will be shared with all stakeholders in multiple forms of communication to build collective efficacy and collective responsibility that will ensure learning gains for all students.

Person Responsible: Cindy Christidis (christidisc@lake.k12.fl.us)

By When: May 24, 2024

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One of the most critical areas of focus are the ESSA subgroups (SWD, ELL and Hispanic) which are all below 41% proficient in ELA and in Math. SWD scored a 33%, ELL scored a 30% and the Hispanic scored a 40%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcome for SWD will be to increase from a 33% to 41%, ELL will increase from a 30% to a 41% and Hispanic subgroup will increase from 40% to 41%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Learning walk data, i-Ready data, LLI assessments, grade level lessons, grade level common assessments and PM 1 and 2 FAST data will be utilized to monitor the progress of the subgroups in ELA and Math toward the goal of increasing proficiency to at least 41%. All strategies will be monitored through: weekly learning walks by the administration and leadership; analysis of the progress monitoring data weekly by interventionists and monthly by the administration; and quarterly data chats with teachers, leadership, and the administration, and MTSS meetings on a weekly rotation. SWD students will also be monitored through their IEP goals and ELL students will be monitored through their World-class Instructional Design and Assessment (WIDA) indicators.

Person responsible for monitoring outcome:

Alejandro Dopico (dopicoa@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated small group instruction will be used to increase the proficiency of our SWD, ELL and Hispanic students in reading and mathematics to at least 41%.The SIPPS program, Fundations, and I-Ready (NATL-ELA) will be implemented, monitored, and supported in grades K-3 to increase mastery of foundational reading skills to at least 41%. The LLI program and I-Ready (Magnetic Reading) will be implemented, monitored, and supported in grades 3-5 to increase reading fluency and comprehension to at least 41%. ELL students in grades 2-5 will utilize Rosetta Stone for basic language skills.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Small group instruction based on individual student needs in support of the core content is a best practice of differentiation. Therefore, by implementing, monitoring, and supporting SIPPS, Fundations, LLI, math and reading remediation small groups, there will be an increase in proficiency in both ELA and Math with a target of at least 41%.

SIPPS is a research-based program proven to help both new and struggling readers build foundational skills and confidence for fluent, independent reading.

Fundations is the newly-adopted research-based reading foundations program.

LLI is a proven research-based reading program that has a track record of showing two years of student growth within one school year.

Rosetta Stone is a computerized program which empowers students to read, write, and speak new languages with confidence.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELL/Hispanic- Label classroom with words and pictures of items in the room to help ELL's understand their surroundings and assist when giving directions.

Person Responsible: Thurman Baker (bakert@lake.k12.fl.us)

By When: May 24, 2024

ELL/Hispanic- Provide dictionaries to each student and instruct them how to use it. Provide academic glossaries for grades 3-5 to refer to for specific content words.

Person Responsible: Thurman Baker (bakert@lake.k12.fl.us)

By When: May 24, 2024

ELL/Hispanic-Utilize learning centers as supplemental instruction to provide reinforcement of content material.

Person Responsible: Thurman Baker (bakert@lake.k12.fl.us)

By When: May 24, 2024

ELL/Hispanic- Ongoing professional development through district personnel.

Person Responsible: Thurman Baker (bakert@lake.k12.fl.us)

By When: May 24, 2024

SWD- Students will receive remediation using Fundations for foundational reading skills and LLI for comprehension and fluency skills.

Person Responsible: Mandy Berg (bergm@lake.k12.fl.us)

By When: May 24, 2024

SWD- Professional development for teachers and teachers assistants to strengthen core instruction.

Person Responsible: Mandy Berg (bergm@lake.k12.fl.us)

By When: May 24, 2024

SWD- Students will receive small group instruction supplemented with Magnetic Reading.

Person Responsible: Mandy Berg (bergm@lake.k12.fl.us)

By When: May 24, 2024

SWD- District personnel (Jenny Hill), ESE school specialist and admin will conduct learning walks monthly.

Person Responsible: Mandy Berg (bergm@lake.k12.fl.us)

By When: May 24, 2024

SWD- Professional development for teachers assistants to apply instructional strategies within the classroom lessons.

Person Responsible: Mandy Berg (bergm@lake.k12.fl.us)

By When: May 24, 2024

SWD- Monthly data chats with ESE school specialist and administration.

Person Responsible: Alejandro Dopico (dopicoa@lake.k12.fl.us)

By When: May 24, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Admin analyzed the needs assessment data and created a plan for improvement. According to the data there was a need for third through fifth grade writing teams. These writing teams will provide a total of 208 hours at $35 per hour for teachers in grades 3-5 to work with an instructional coach in a collaborative setting. The purpose of the writing teams is to focus on the differentiated instruction of the BEST standards for our lowest quartile and ESSA subgroups who did not make the Federal Index performance during the 2022-2023 school year. The ESSA subgroups who did not make the Federal Index are SWD, ELL and Hispanic. Teachers will collaborate on best practices for ELA or Math instruction for the students in their classes who are in these ESSA subgroups and/or the bottom quartile. They will use current data based on i-ready, FAST and classroom assessments to drive their instruction.

The Title I budget was also created based off of the needs assessment. According to the data, the students made growth on district and state assessments however were still did not meet proficiency. In order to increase proficiency, 95% of the Tile I budget was used for instructional coaches, MTSS coaches, Potential Specialists and remediation teachers. They will be assisting teachers in common planning and instruction in the classroom. We also used funding for our Family School Liaison (FSL) to work with students and families who are in need. She provides resources, clothing and food to families as well as making home visits as needed. Admin, coaches and lead teachers will attend a conference during the summer to assist with our professional learning teams (common planning). information from the conference will be used during our common planning and also with small group instruction in the classrooms. All Title I funding is linked to an area of focus in the SIP.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional focus for the 2023-2024 school year in grades K-2 based on STAR data will be Foundational Skills which includes phonological awareness, phonics, and high frequency words. This area of need is based on STAR data from the 2022-2023 school year. ELA STAR scores show that overall Kindergarten was 47% below grade level, first grade was 59% below grade level, and second grade was 62% below grade level. By focusing on proficiency in foundational skills (phonological awareness, phonics, and high frequency words) supports long-term achievement.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The instructional focus for the 2023-2024 school year in grades 3-5 based on STAR and F.A.S.T data will be comprehension. This area of need is based on the STAR and F.A.S.T data from the 2022-2023 school year. ELA scores in grades 3-5, showed that less than 50% of each grade level was proficient. The data indicated 3rd grade scored 29 proficient, 4th grade 33%, and 5th grade was 38% proficient. The area of critical need is comprehension for grades 3-5. In order to increase levels of proficiency the focus will be on reading, writing, thinking, and talking in each lesson to increase comprehension.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By focusing on foundational skills in grades K-2, we expect to see an increase in the number of students at or above grade level on the iReady ELA EOY diagnostic for grades K-2 by 5% in each grade level. Kindergarten will improve from 47%- 52% below grade level, First grade will improve from 59%-64% below grade level, and second grade will improve from 62%-67% below grade level.

Grades 3-5 Measurable Outcomes

By focusing on comprehension to increase proficiency among grade levels 3-5 we expect to see an increase in FAST and IREADY ELA scores across 3-5 by 5% in each grade. 3rd grade will increase from 29 proficient to 34%, 4th grade will improve from 33%-38%, and 5th grade will improve from 38%-43% proficient.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

An improvement in reading proficiency will be monitored through common planning; learning walks to observe evidence of common planning strategies being utilized by the teacher, formative assessments, and BOY, MOY, and EOY progress monitoring data from FAST, STAR Early Literacy, and STAR Reading.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Christidis, Cindy, christidisc@lake.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following evidence-based programs will be implemented to achieve the measurable outcomes in each
grade level. All grade levels use Wit and Wisdom and IREADY. K-2 uses Fundations and SIPPs. Grades 3
will also use Fundations. Grades 3-5 will use Leveled Literacy Intervention (LLI) and Reading Remediation.
Fundations is monitored through end of unit assessment and unit trackers for individual classes and grade levels.
SIPPS is monitored through mastery tests in Performance Matters and in MTSS meetings. LLI is monitored
through Performance Matters, MTSS and the MTSS coach. IREADY is monitored through BOY, MOY, and
EOY of diagnostic assessments. Reading remediation is monitored through the Essential Standard tracker.

Wit and Wisdom is monitored through Focusing Question Tasks, End of Module Writing Task and program
aligned assessments.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Fundations and SIPPs systematically and explicitly instruct students in phonemic awareness and word study which contributes greatly to fluency, vocabulary development, and the application of strategies for understanding text. IREADY is a computer-based program that meets students at their level. LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.
Wit and Wisdom empowers all learners to tackle the rigor of grade-level content with a variety of core text
that provides a careful balance of literacy, informational, and fine arts text.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Common Planning- To support teachers with their standards aligned instructional practices, Literacy coaches will work closely with teachers in common planning and in the classroom. They will analyze student work, create standards-based lessons, and identify students and areas of focus for small group instruction. Literacy Coaches will ensure that work stations are aligned to the standards and that teachers know exactly how to check for understanding and have a plan in place for all students who do not master the standards during the initial lesson	Custer, Kristin, custerk@lake.k12.fl.us
Coaching & Feedback Cycle- Based on learning walks conducted by instructional coaches, areas of need and trends are identified for both teachers and students. The intensity of coaching varies for each teacher based on need, which can include side-by-side, on the spot, modeling, coaching cycle and pulling small groups. Instructional Coaches use a tiering system when providing supports for teachers. Tier 3 teachers receive the most support, while everyone will receive Tier 1 support. Tier 1 supports include classroom walk throughs, feedback, common planning, and the creation of PowerPoint led lessons.	Christidis, Cindy, christidisc@lake.k12.fl.us
Leadership Meetings- Leadership Meetings are held weekly and the attendance of each member of the leadership team is required. Each member must also be prepared to present data at each meeting that shows the progression of literacy instruction. Literacy Coaches present data from common planning, learning walks, and classroom assessments. The Potential Specialist provides data on district and state assessments. The MTSS Coordinators provide data on how fast any gaps that students may have are closing (based on intervention progress monitoring data)	Christidis, Cindy, christidisc@lake.k12.fl.us
Professional Development- During this school year, teachers have had professional development on the Wit and Wisdom reading curriculum as well as Fundations and Geodes curriculums. Teachers are preparing to receive training on iReady and how they can use the iReady information to group students for small group reading practice and support for the ELL students. Fourth and fifth grade ELA teachers will have professional development on the writing process.	Bonvento, Andrea, bonventoa@lake.k12.fl.us
Assessment- Admin will implement quarterly data chats to discuss trends. Next steps will be provided to the instructional coaches to provide support for classroom teachers.	Christidis, Cindy, christidisc@lake.k12.fl.us
Literacy Leadership- Intensive Tiered Reading support- Grades 3-5 ELA teachers along with admin and Literacy Coach will attend RAISE webinars and discuss next steps for the strategies given in the webinars. K-2 will be our focus on the RAISE collaboration for foundational skills with a strong focus on second grade and Fundations.	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The dissemination of the SIP will take place multiple ways. Once the Leadership Team has completed the plan, the plan will then be shared to the faculty and staff at a meeting as well as emailed to them. The SIP will be shared on our School Website (https://bse.lake.k12.fl.us/) and other social media sites. Lastly, the plan will be shared at the School Advisory Committee (SAC) meeting and the annual Title I meeting. To ensure goals are met, the plan will be reviewed monthly during leadership meetings as well as SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our mission and vision drive our commitment to build a culture of finding the "hidden gem" in all people. Whether it is with our staff, teachers, students, families, or community partners, we strive to focus on the strengths and gifts that each individual brings to our campus that contribute to student success. With a focus on collective efficacy and responsibility, high expectations will strengthen teacher and student self efficacy. Classroom teachers utilize restorative circles with students every day to guide and support the social-emotional growth and support of every person. The skills/conversations include character development, conflict resolution, building communication skills, and enriching a positive school-wide common culture. One of the leading support systems in connection with the community is the collaboration with the local churches. This partnership includes the administration, Family School Liaison, and five church representatives from the surrounding neighborhoods, meeting monthly and discusses volunteering opportunities, upcoming events, and other supports.
BSE is committed to developing strong relationships with all stakeholders. We plan and structure multiple opportunities for the students, teachers, parents/guardians, and community stakeholders to come together and work with teachers and staff to create a supportive academically focused environment for student success. We involve all stakeholders in important events, meetings, and activity nights throughout the year. We communicate using multiple forms of communication including School Messenger Call-Out System, daily student folders, monthly newsletters, social media, and the school webpage. Communication is sent in a language our parents
understand. Translators will be present at events to assist with communicating with our parents.
Enrichment
teachers are planning student performance nights to highlight the work that students are doing in their specials classes. The administration is dedicated to improving the culture and environment of the school and will be responsive to the needs and concerns of our stakeholders throughout the year to build lasting and meaningful relationships with all students, families, and partnerships. The school's Family Engagement Plan is posted at https://bse.lake.k12.fl.us.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academics within the school with ongoing professional development for teachers. Strengthening our core instruction will ensure all students are being taught the essential standards to be successful. Progress monitoring and data chats will occur weekly and instruction will shift according to the data. Students who are not successful will receive interventions (tier 2/tier 3) to decrease the gap in skills. We are implementing an Academic Excellence group for those students who are excelling in their academics.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination with parents, community partners, staff, and students. To gather input, we will send an end-of-the-year survey to parents, community partners and staff. Stakeholders also give input during SAC meetings and parent events held at the school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$204,420.24
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	1500	0031 - Beverly Shores Elementary School	Title, I Part A		$32,131.24
		Notes: PE TA K-5 Enrichment- Will work directly with students in grades K-5 whole group and small group during enrichment time providing support to physical education, health and wellness instruction.				
	5100	3690	0031 - Beverly Shores Elementary School	Title, I Part A		$1,000.00
		Notes: Study Island- 5th grade science teachers will utilize the computer based program for students to practice working with science standards to increase proficiency. The independent practice assists in building retention of information Teachers will have access to student performance data to progress monitor and provide extra assistance with the topics and standards that show a need.				
	5100	3900	0031 - Beverly Shores Elementary School	Title, I Part A		$5,000.00
		Notes: Write Score (Computer based)-Grades 4 and 5 will utilize this formative writing program that will provide practice for students to type their essays on their Chromebook to not only practice typing skills, but also the writing process. This platform also provides a teacher toolbox that houses instructional materials and videos that include writing strategies and opportunities to practice,				
	5100	5200	0031 - Beverly Shores Elementary School	Title, I Part A		$3,000.00
		Notes: JJ Bootcamp (5th grade Science)- 5th grade science teachers will utilize "Speed Bag" student workbooks to practice standard aligned tasks and build vocabulary. Comes in sets of 25.				

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	1300	0031 - Beverly Shores Elementary School	Title, I Part A		$75,074.84
			Notes: Literacy Coach (grades 4-5)- Will lead weekly collaborative planning sessions (2x a week) to support teachers in grades 3-5 with the development and implementation of standards based lessons in reading, writing and ELA content. Literacy Coach will also provide instructional strategies and support to all 3-5 teachers through the use of learning walks, coaching styles, side-by-side coaching and mentoring.			
	6400	1300	0031 - Beverly Shores Elementary School	Title, I Part A		$77,200.05
			Notes: Math/Science Content Coach (grades 3-5)- Will hold weekly (2x per week) collaborative planning sessions to support teachers in grades 3-5 with the development and delivery of standards based aligned lessons in math and science. The coach will also provide instructional strategies and support to teachers through the implementation of coaching cycles and side-by-side coaching and mentoring.			
	6300	1930	0031 - Beverly Shores Elementary School	Title, I Part A		$10,100.82
			Notes: Writing Teams-Coaches and grade-level teams meet after contract hours to align curriculum tasks and instruction with the standards. They will also create a focus calendar for instruction. The leadership team will plan and create school-wide procedures and protocols to provide a safe learning environment to meet the need of our students.			
	6300	1980	0031 - Beverly Shores Elementary School	Title, I Part A		$913.29
			Notes: Writing Teams-Teacher Assistants (grades K-5) will meet with instructional coaches and teachers after contract hours to align curriculum tasks and instruction with the standards. They will collaborate in small group tasks that support essential standards to mee the needs of all our students.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$45,883.67**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	1600	0031 - Beverly Shores Elementary School	Title, I Part A		$38,885.28
			Notes: Family School Liaison (FSL)- FSL will work directly with students and families by providing academic resources (such as books, technology and supplies) to be used at home to increase student achievement. FSL will also provide students and families with personal resources including food and clothing, as well as perform home visits to encourage school attendance,			
	5100	5100	0031 - Beverly Shores Elementary School	Title, I Part A		$933.08
			Notes: Purchase of supplies for K-5 classrooms including pencils, paper, markers journals to support students unable to purchase these supplies for themselves. In addition, the purchase of these supplies a well a student whiteboards and other teaching tools will provide students with the necessary tools to practice and apple skills in ELA, Math, Science and Social Studies. Students will use the supplies to practice reading, writing, thinking and talking for authentic literacy.			
	6150	1980	0031 - Beverly Shores Elementary School	Title, I Part A		$365.31
			Notes: ELL Translator- ELL translator needed for parent involvement events such as but not limited to Literacy Night, Science night and FSA night in order to support our ELL families on academic strategies, progress and engagement at school and at home. Our ELL TA works as the translator at events, translates important documents or flyers and works directly with teachers to make phone calls to parents.			
	6150	3300	0031 - Beverly Shores Elementary School	Title, I Part A		$300.00
			Notes: FSL In County Travel Expense- FSL will be traveling within the county to attend meetings, conduct home visits in order to support families with academic, personal, social and emotional needs. In addition, the FSL will gather donations from the community in order to provide families with resources to support academics as well as those in need of			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			food and clothing. The FSL will have active communication with parents, community members and the school to facilitate successful academic achievement.			
	6150	3310	0031 - Beverly Shores Elementary School	Title, I Part A		$200.00
			Notes: *FSL Out of County Travel Expense- FSL will travel out of county to puck up donations such as clothing, food, water and classroom supplies. She will also travel to purchase items for family engagement events as well as items for student and family needs.*			
	6150	5100	0031 - Beverly Shores Elementary School	Title, I Part A		$5,000.00
			Notes: *Parent Involvement and Events Materials and Supplies- Food and supplies to host family events such as Bingo, Math Night, FSA Cookies and Canvas, Kindergarten Round Up, Muffins for Moms, Donuts for Dads, 5th grade Transition, BSE Expo Night, Multi-Cultural Night. Supplies such as paper plates, napkins, cups, plastic ware and a snack or light meal for those participating. Parent Resource Center supplies such as books, games, paper, envelopes, manipulatives used for parents to check out or utilize the parent center.*			
	6150	3730	0031 - Beverly Shores Elementary School	Title, I Part A		$200.00
			Notes: *Purchase stamps will allow letters and school information to be sent to families in order to increase communication between school and the homes of students.*			
3	**III.B.**	**Area of Focus: Instructional Practice: Differentiation**				**$331,278.83**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	1200	0031 - Beverly Shores Elementary School	Title, I Part A		$74,644.27
			Notes: *Math Remediation/Math Intervention Teacher Grades 3-5- She will work with students in the lowest quartile and students receiving Tier 3 interventions during intervention time and 30 minute push in/pull out blocks. Intensive instruction in a small group setting addresses essential standards based on student needs, Florida Standards and district blueprints. No substitute needed when absent.*			
	5100	1200	0031 - Beverly Shores Elementary School	Title, I Part A		$79,917.73
			Notes: *Reading Remediation/Math Intervention Teacher Grades K-2- She will work with students in the lowest quartile and students receiving Tier 3 interventions during intervention time and 30 minute push in/pull out blocks. Intensive instruction in a small group setting addresses essential standards based on student needs, Florida Standards and district blueprints. No substitute needed when absent.*			
	5100	1500	0031 - Beverly Shores Elementary School	Title, I Part A		$33,880.90
			Notes: *TA ELA/LLI Grades 3-5- Works directly with Tier 2 and Tier 3 MTSS students to support mastery of ELA skills. Works with student sin a mall group setting (3-4 max) asked on specific needs as assessed by program assessment (LLI) to increase academic achievement.*			
	5100	1500	0031 - Beverly Shores Elementary School	Title, I Part A		$33,880.00
			Notes: *TA ELA/LLI Grades 3-5- Works directly with Tier 2 and Tier 3 MTSS students to support mastery of ELA skills. Works with student sin a mall group setting (3-4 max) asked on specific needs as assessed by program assessment (LLI) to increase academic achievement.*			
	5100	1500	0031 - Beverly Shores Elementary School	Title, I Part A		$33,880.90
			Notes: *TA ELA/LLI Grades 3-5- Works directly with Tier 2 and Tier 3 MTSS students to support mastery of ELA skills. Works with student sin a mall group setting (3-4 max) asked on specific needs as assessed by program assessment (LLI) to increase academic achievement.*			

			Budget Focus	Funding Source	FTE	2023-24
	6400	1300	0031 - Beverly Shores Elementary School	Title, I Part A		$75,075.03
			Notes: MTSS Coach Grades 3-5- Will create and organize schedules to track all student progress, grades and their Tier 2 and Tier 3 interventions both in class and putt outs to support mastery of standards based instruction. Tests students by using program assessment LLI to increase academic achievement through placement. Facilitates all MTSS meetings to support ELA, Math and Behavior interventions need for student sin collaboration with the teachers and the content area coaches.			
4	III.B.	**Area of Focus: Instructional Practice: ELA**				**$0.00**
5	III.B.	**Area of Focus: Instructional Practice: Professional Learning Communities**				**$3,909.36**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	3310	0031 - Beverly Shores Elementary School	Title, I Part A		$1,954.68
			Notes: PLC Out of county travel- PLC conference in Orlando (tolls, mileage and parking) for Guiding Coalition			
	6400	3310	0031 - Beverly Shores Elementary School	Title, I Part A		$1,954.68
			Notes: PLC Out of county travel- PLC conference in Orlando (tolls, mileage and parking) for Guiding Coalition			
6	III.B.	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
					Total:	**$585,492.10**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No